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ABSTRACT

A project was designed to establish a model linkage between a well-established community service organization and an adult basic education (ABE) program. During 1982-83 members of the State College Kiwanis Club were recruited and trained as tutors in the State College Area School District ABE/General Educational Development (GED)/English as a Second Language (ESL) program. Support sessions were held to provide tutors and staff with opportunities for feedback, and volunteers were provided with a bibliography of resources. A handbook for volunteers was developed. Evaluation instruments were administered to students and tutors in each of the two project phases. Responses indicated success and alerted the project director to problem areas in need of improvement. Following the seven-page narrative are these appendixes: project correspondence, materials for tutor recruitment, tutors' reactions to visitation/orientation/training, training materials for staff regarding working successfully with volunteers, and results of student and tutor evaluation, including a report detailing achievement of objectives and problem areas. (YLB)

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VOLUNTEERS IN PUBLIC SCHOOLS/ADULT BASIC EDUCATION

VIPS/ABE

State College Area School District
Continuing Education Program
131 West Nittany Avenue
State College, PA 16801

M. Margaret Welliver, Supervisor
Adult Basic Education Program
July 1, 1982-June 30, 1983

Grantor: Department of Education
Division of Adult Education and
Training Services
333 Market Street
Harrisburg, PA 17126

Priority #5 Funded: $5,130

#98-3033 FINAL REPORT

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Copies of this report may be obtained from AdvancE, Pennsylvania Department of Education, 11th Floor, 333 Market Street, P.O. Box 911, Harrisburg. PA 17108 or the State College Area School District, Continuing Education Program, 131 West Nittany Avenue, State College, PA 16801.

VOLUNTEERS IN PUBLIC SCHOOLS/ADULT BASIC EDUCATION

VIPS/ABE

ABSTRACT

This 310 Project was designed to establish a model linkage between a well-established community service organization and an Adult Basic Education (ABE) Program. During 1982-83, members of the State College Kiwanis Club were recruited and trained as tutors in the State College Area School District (SCASD) ABE/GED/ESL program. The origin of this special demonstration project began with a request from Dr. John Christopher, Chief, Division of Adult Basic Education and Training Programs to Pennsylvania Kiwanis International. The linkage developed into a one year pilot project titled, "Volunteers in Public Schools/ Adult Basic Education/ABE. This successful tutor program will become a permanent part of support to the under-educated adult. The handbook allows ABE directors and community service organizations to establish a similar linkage project.

I. INTRODUCTION

A. Background and Rationale

Volunteers in Public Schools/Adult Basic Education (VIPS/ABE) was funded under Pennsylvania's 1982-83 310 priority #5 to implement the linkage of a community service organization with an Adult Basic Education Program (ABE). State College Kiwanis Club members were recruited and trained to be tutors in the local ABE classes to assist undereducated adults.

The project is a follow-up to a request in 1981 from Dr. John Christopher, Chief, Division of Adult Training Programs to the Kiwanis International of Pennsylvania to help support Adult Basic Education. The Governor of Pennsylvania Kiwanis International and the Chairman of Kiwanis Citizenship Services responded. In June 1982, a presentation was made to the State College Kiwanis Club to inform the membership of the project and opportunities for service.(Appendix A)

B. Objectives

1. To establish a working relationship between a Kiwanis Club and an ABE Program, by recruiting at least 7 tutor/career mentors for ABE students.

2. To provide orientation and training for the volunteers to become tutor/career mentors, who would stay with the program longer than the five-month period for which they would be recruited.

3. To provide continued support, retraining and recognition to the volunteer/tutor/career mentors.

4. To search through AdvancE, the National Volunteers in Public Schools and the Community Education Association for materials to be incorporated in the training program.

5. To provide training for staff to work successfully with volunteers.

6. To prepare a handbook for volunteers that could be distributed to Kiwanis Clubs and to other Adult Basic Education programs on a statewide basis.

7. To provide an opportunity for the Supervisor of Adult Basic Education and the project coordinator to address meetings of Kiwanians at county, division and/or state meetings.

8. To make an initial contact with a local women's service organization with statewide chapters to recruit tutor/career mentors.

C. Time Schedule--July 1, 1982 to June 30, 1983

July-August

-initial presentation to Kiwanis Club to recruit vo unteers
-preparation of training materials, collection of resources, review of literature on volunteer utilization
-letter to recruits for September orientation

September-Phase I

-Phase I-orientation, visitation, training of 4 tutors

October-December

-4 tutors trained and involved in evening ABE classes
-two support sessions provided
-program assessment by tutors and students

January-Phase II

-Phase II-four additional tutors were recruited by initial tutors. Class visitation was in pairs followed by orientation/training component

February

-3 tutors attended Adult Education Mid-Winter Conference, Hershey, Pennsylvania
-support session provided

March-May

-tutors working with adults in ABE/GED program-2 tutors available Monday-Thursday
-support sessions p.ovided to all tutors
-program assessment by tutors and students
-program evaluation by 310 director Larrie McLamb

June

-preparation of final report and handbook
-presentation to 5 area Kiwanis Clubs

D. Administration

The VIPS/ABE project was directed by Margaret Welliver, Supervisor of Adult Basic Education. ABE/GED instructional staff members attended the tutor orientation/training sessions and participated in the support sessions.

The VIPS/ABE project director worked in cooperation with the State College Area School District Volunteers in Public Schools (SCASD/VIPS) coordinator. Training sessions provided by "Generations Together", a program of the University of Pittsburgh, Center for Social and Urban Research were attended by the ABE director and instructional staff. Dr. Sally Newman, director of Generations Together provided direction and critique in the design and adaptation of the VIPS/ABE project. Materials provided by Generations Together were adapted for the Kiwanis training sessions. (Appendix B)

The Director of Continuing Education, Nancy F. Desmond, was responsible for satisfactory completion of the project. The Continuing Education Advisory Committee monitored the progress of the project.

E. Intended Audience of Report

This report and handbook will serve a variety of people involved with undereducated adults. The Project Director will present a one-hour module at the 1983 National Adult Education Conference in Philadelphia, Pennsylvania to train ABE directors and practicioners in the utilization of volunteer tutors in an Adult Basic Education Program. A similar presentation will be given at the Pennsylvania Adult Education Mid-Winter Conference in February 1984 for ABE directors and practicioners. Copies of the handbook will be provided at these two presentations.

Upon request, the handbook will be available to community service organizations interested in providing tutors. At the statewide Kiwanis Club Convention, information on the project will be available.

II. OBJECTIVES/OUTCOMES

Each of the project objectives is followed by a description of activities and outcomes to assist in implementing a similar linkage.

1. To establish a working relationship between a Kiwanis Club and an ABE Program by recruiting at least 15 tutor/career mentors for undereducated adults.

   -*An initial presentation to the State College Kiwanis Club in June 1982 resulted in a list of Kiwanians interested in becoming volunteer tutors.*

-In August 1982, a letter was sent inviting them to an orientation meeting which initiated Phase I of the project (September-December).

-In Phase II (January-May) new tutors were recruited by trained tutors. (Appendix C)

2. To provide orientation and training for the volunteers to become tutors in an ABE program.

-Nine volunteer tutors were prepared during Phase I and Phase II--The training procedures are outlined (Handbook pages 10-28).

-After the visitation/orientation/training sessions, tutors reacted to their preparation. (Appendix D)

-Tutor comments and suggestions enabled the project director to respond as it developed.

3. To provide continued support to volunteer tutors:

-Four support sessions (Handbook pages 30-33) were scheduled providing tutors and staff opportunities for feedback.

-Reactions to the project, suggestions for improvement and schedule changes allowed the project to develop as a team effort.

4. To search AdvancE, National Volunteers in Public Schools and resources to be incorporated into the training program.

-Bibliography (Handbook page 34) is provided.

5. To provide training for staff to work successfully with volunteers.

-Project director and ABE/GED staff attended the SCASD sponsored sessions conducted by Generations Together, consultants from the University of Pittsburgh.

-Sessions were held November 22, 1982 and February 10, 1983. Materials were acquired at workshops and adapted for use in the VIPS/ABE Project. (Appendix E) (Handbook pages 20-22)

6. To prepare a handbook for volunteers that could be distributed to service organizations and ABE programs on a statewide basis.

   -400 handbooks will be distributed to:

   -AdvancE, Pennsylvania Department of Education
   -ABE/GED directors
   -Kiwanis Clubs
   -National Adult Education Conference, Philadelphia, PA
   -Mid-Winter Conference, Hershey, PA-1984
   -AAUW, Altrusa Club, Women's Club

7. To provide an opportunity for the project staff to address meetings of Kiwanis at County, division and state meetings.

   -Presentations were made at five district clubs within a 50 mile radius. (Appendix G)

   -Incoming District 11 Lt. Governor has made the project a primary goal for 1983-84 with additional dissimination expected.

8. To make an initial contact with a women's service organization with statewide chapters to recruit tutors.

   -This goal was not achieved during the project. The ABE population did not warrant additional tutors during 1982-83 program. However, the project director presented information on ABE needs to AAUW, Altrusa Club and International Reading Association.

   -In the future, coordination will be done by VIPS and ABE Program Coordinator. It is anticipated that as the students become accustomed to the availability of tutors the need will increase.

III. EVALUATION

Evaluation instruments were administered in December and May to students and tutors. (Appendix G) Their reactions and comments enabled the project director to improve the project. The response summaries from Phase I and II are included for your information.

Carolyn Eckert, Director of Mid-State Literacy Council was the project evaluator. She is responsible for training of volunteer tutors throughout the County to teach reading to adults who read below a fifth grade level. After meeting with the project director several times, attending an orientation/ training session, as well as a tutor support session. Ms. Eckert submitted the following evaluation of the project. (Appendix G)

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IV. CONCLUSIONS AND RECOMMENDATIONS

The project was successful in meeting its overall objective to develop a linkage project between a well-established service organization and an Adult Basic Education Program. The project evaluation was contracted with Carolyn Eckert whose report is included. (Appendix G) In meeting the 8 objectives of the project, some modifications were made. (Detailed in Section II; Throughout the project, all orientation/ training materials were improved after suggestions by tutors and staff and third party evaluator. The student and tutor evaluation response summaries indicate success but also alerted the project director to problem areas in need of improvement. (Appendix G)

Successful completion of the project is demonstrated from three viewpoints:

Tutor Reaction Indicates:

- -personal satisfaction in role
- -feeling of success in assisting adults in program
- -new understanding of needs of the undereducated
- -willingness to continue project as Kiwanis outreach

Student Reaction Indicates:

- -satisfaction with tutor availability and interest in their goals
- -interest in continuation of tutor project
- -caution in moving from teacher direction to tutor assistance

Staff Reaction Indicates:

- -tutor presence extended teacher availability
- -tutor presence enriched the program
- -tutor presence involved more flexibility and a willingness to give up teacher-centered role

Project Director Reaction Indicates:

- -satisfaction with linkage with the Kiwanis Club
- -appreciation of volunteers and the valuable assistance provided by all contacts within Pennsylvania Kiwanis International
- -interest in having tutors become a permanent part of program

APPENDIX A

BACKGROUND AND RATIONALE

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
P. O. BOX 911
HARRISBURG, PA 17108

(717) 787-5532

November 6, 1981

Dr. Claude Sweppenhiser
Governor of Kiwanis Clubs
of Pennsylvania
120 East Front Street
Berwick, PA 18603

Re: Adult Basic Education Linkages

Dear Dr. Sweppenhiser:

ADULT EDUCATION PAYS FOR ITSELF!

Economic recovery, as a national concern, is a common bond of all individuals. Adult Basic Education is essential toward recovery as well as the improvement of the quality of life.

The Federal Government has given Pennsylvania $5,000,000 to finance Adult Basic Education and to accomplish the Commonwealth's goals.

The Pennsylvania State Department of Education wants you and your organization to share the benefits of this amount of money (e.g., tax write-offs, federal funding and similar benefits) in return for your cooperation in helping to make adult education pay for itself.

Listed below are ways in which your organization can be significantly involved in the future of your community, state, and country, while helping to make the Pennsylvania State Adult Education program more effective:

1. Support the goals of the Adult Education State Plan.

2. Provide space for classes.

3. Refer adult students who cannot read or write and adults who do not have a high school diploma for adult basic education.

4. Assist in publicity.

   a. Donate ad pages.

   b. Donate TV/radio spots.

   c. House posters/flyers for the program in public places and on buses.

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5. Provide transporation for adult students.

6. Provide child care service where needed.

7. Provide incentives for upgrading employees through the services of adult education.

8. Provide joint program funding.

We seek your written endorsement of support in any or all of the above areas. Would you please take a few minutes and write a letter of endorsement, to show that there will be future linkages between your agency and the Pennsylvania Department of Education's Adult Education Program?

May we hear from you on or before December 1, 1981? I thank you for your efforts, and I am sure the 650,000 Pennsylvania adults, who are functionally illiterate, also thank you for your support.

Sincerely,

John Christopher

John Christopher, Ed.D.
Chief, Division of Adult Education
and Training Programs

JC/LHM/cs5982

Pennsylvania District
Kiwanis International

P.O. Box 518 Camp Hill, PA 17011
Area 717 761-2199

SERVING THE WORLD
SHARE GOOD HEALTH

1981-82 Officers

District Governor
Claude Sweppenhiser
120 East Front Street
Berwick, PA 18603
717-759-2228 (B)
752-7772 (H)

Governor-Elect
LeMoyne French
514 Hillcrest Avenue
Ellwood City, PA 16117
412-758-4923

Immediate Past Governor
Robert Wagner
Box 1166
Erie, PA 16512
814-454-6354 (B)
866-1419 (H)

Secretary/Treasurer
Bruce K. Kelley
P O Box 518
Camp Hill, PA 17011
717-761-2199 (B)
652-9564 (H)

November 13, 1981

Dr. John Christopher, Chief
Div. of Adult Education of Training Programs
Department of Education
333 Market Street
P. O. Box 911
Harrisburg, Pa. 17108

Dear Dr. Christopher,

I have recieved your "Adult Education" Linkages program.

It has been referred to our state chairman for "Citizenship Services" for review and implementation.

Thank you for including Kiwanis in your ambitious plans to improve the quality of life in Pennsylvania.

Very truly yours,

C. B. Sweppenhiser,
Governor Penna. Distirct
Kiwanis International

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Pennsylvania District
Kiwanis International

P.O. Box 518 Camp Hill, PA 17011
Area 717 761-2199

January 1982

To: CITIZENSHIP SERVICE CHAIRMAN

"Are your hopes crushed each time you fill out a job application and have to leave the high school graduation date blank?"

"Are you afraid you'll never get a promotion because you don't have a high school diploma?"

These were two lead paragraphs in our local paper for an article titled, "It's Not Too Late to Get a Diploma".

It is estimated that nearly 50% of adults over 25 years of age do not have a high school diploma!!!

Pennsylvania Kiwanians have been invited to participate in the Pennsylvania Department of Education program on Adult Basic Education Linkage.

Dr. John Christopher is in charge of this program.

Primary Goals include:

1. Teach people to read & write adequately
2. Encourage everyone to complete a high school education
3. Learn English as a second language

Almost all counties have adult education programs through high schools, vo-tech schools or intermediate units.

WHAT CAN KIWANIS DO????

1. Inform Kiwanians of the facts and need to act. Have a meeting on this subject.
2. Serve as an advocate or legitimizer.
3. Encourage adults to improve their basic skills necessary to function in our society.
4. Urge them to complete their diploma. Often there is a stigma to being a dropout. Friends, relatives, etc., on a one to one basis can help overcome this feeling.
5. Become involved in your local Adult Education Program. Volunteer as tutor, mentor, organizer and help publicize the program. Take opportunity in financial support.

THIS IS A MUCH NEEDED PROGRAM * * * GIVE IT YOUR SUPPORT !!!!!!!

LET IT BE KNOWN THAT KIWANIS IS CONCERNED AND WILLING TO HELP.

Sincerely,

H. K. Anders
311 South Sparks St.
State College, Pa. 16801

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STATE COLLEGE AREA SCHOOL DISTRICT
Continuing Education Program

MEMORANDUM

TO: State College Kiwanis Club

FROM: Margaret Welliver, Supervisor of ABE
Joseph Shirk, Project Coordinator

DATE: June 7, 1982

SUBJECT. Volunteers in Public Schools/Adult Basic Education (VIPS/ABE)

A federally funded project would develop linkage between a Kiwanis Club and an Adult Basic Education (ABE) Program in the community. The project would serve as a model for Kiwanis Clubs and ABE programs on a county, division and state basis. The original request for such a service came from Dr. John Christopher, Chief, Division of Adult and Training Programs, to the Kiwanis Clubs of Pennsylvania to help support Adult Basic Education.

The project as designed would recruit and train volunteer tutor/mentors that would serve one or more ABE students on an individual support basis. Volunteers would be asked to be available on a weekly basis to meet with an adult student completing his/her education to secondary level. The Kiwanis volunteers would receive training to orient and prepare them for the tutor/mentor relationship.

The VIPS/ABE project would be coordinated by Joseph Shirk, Instructor of ABE, as well as, a teacher in the State College Area School District. Margaret Welliver, Supervisor of ABE, would work with Mr. Shirk and the volunteers. Nancy Desmond, Director of Continuing Education, would monitor the progress of the project.

APPENDIX B

ADMINISTRATION

BE SPECIAL

TOUCH THE LIVES OF OUR CHILDREN

VOLUNTEER

CONTACT: COORDINATOR of VIPS 231-1061

VOLUNTEERS IN PUBLIC SCHOOLS
STATE COLLEGE AREA SCHOOL DISTRICT

PLUS

Volume 3 January 1982 Issue 1

OUR NEW NAME
Generations Together

In 1978 the Senior Citizen School Volunteer Program was created to help school systems in Allegheny County develop programs in their schools which could bring the communities' older persons and youth together into environments which promote learning, understanding and friendship. The program, which began with four Allegheny County school districts in 1978, has expanded to sixteen districts in five Western Pennsylvania counties and has been validated by the PA Department of Education as a program to be expanded throughout the commonwealth. The SCSVP's growth is in response to the increasing awareness of the need of older persons and youth to interact with each other on a regular basis and in response to school systems' awareness that bringing the generations together can yield special benefits to the young and old. For the youth a special older resource person in the classroom helps support their academic and social growth. For the older persons classroom involvement with young people provides a unique opportunity to make a significant contribution in the community, to continue learning and to recognize the importance of their own lives. For teachers the presence of an older resource person brings unique insights and skills that support their efforts to provide a rich and supportive learning environment.

In the process of developing the SCSVP intergenerational classroom model we have observed growing support for other intergenerational experience and increasing interest in information related to the process of aging. An outgrowth of this support and interest has been the formation of several intergenerational programs that expand the work of the SCSVP staff. The emergence of these programs prompted the SCSVP Board of Directors to adopt a more comprehensive program name to embrace the concept of the intergenerational experience. The name was suggested by the theme of our May 1981 Recognition Dinner that seemed to embody the spirit and meaning of programs generated by the staff. On June 26, 1981, "Generations Together" was adopted as an umbrella name for the intergenerational programs emanating from the Gerontology Center at the University of Pittsburgh. The current programs, Senior Citizen School Volunteer Program, Senior Citizen Artists' Resource Program, Curriculum on Aging Project and Intergenerational Programs for Senior Citizen Centers, will continue to grow and fulfill their individual missions while the staff is available to provide a variety of related services that enable communities to address other intergenerational needs. The unifying goal of all programs within Generations Together is to link the generations in programs that utilize older adults as a valuable continuing resource and that benefit the community.

(A program of the University of Pittsburgh, Center for Social and Urban Research.)

STATE COLLEGE AREA SCHOOL DISTRICT

ADMINISTRATIVE OFFICES
131 W. NITTANY AVENUE • STATE COLLEGE, PENNSYLVANIA • 16801
TELEPHONE: Area Code 814-231-1011

March 4, 1983

Dr. Sally Newman
600A Mervis Hall
University of Pittsburgh
Pittsburgh, PA 15260

Dear Dr. Newman,

The Volunteers in Public Schools/Adult Basic Education (VIPS/ABE) a linkage project between a community service organization and an Adult Basic Education (ABE) Program is progressing well. The project will be completed by May 30, 1983. Eight tutors have been recruited and trained and are now working with undereducated adults in our evening classes.

Enclosed are the training packages used for Orientation Workshops I & II. Handouts to Kiwanis Volunteers, evaluation instruments, the original grant, and a copy of some good publicity, Linkages, are provided for your information.

As stated in the initial proposal, we initially planned to train Kiwanis volunteers using the VIPS training sessions. However, the Kiwanis Volunteers project required a September recruitment and training time frame. The training package was developed utilizing Generations Together and other appropriate resources. Your critique of the enclosed materials used in the training of the Kiwanis Volunteers would be appreciated.

Nancy Robinson and I have worked together throughout the project. Two of our Adult Basic Education staff members and I attended the training sessions provided for the SCASD volunteers.

Generations Together contacts have been most helpful. Thank you for your cooperation.

Sincerely,

Margaret Welliver

Margaret Welliver, Supervisor
Adult Basic Education

Enclosures-1 packet

lmp

APPENDIX C

RECRUITMENT OF TUTORS

REGISTRY OF TUTOR/MENTORS FOR VIPS/ABE PROGRAM

I would like to be considered for tutor/mentor in the Kiwanis ABE Linkage Project known as Volunteers in Public Schools/Adult Basic Education:

NAME	ADDRESS	OFFICE PHONE	HOME PHONE
1. C.M. Ritter	716 Boalsburg Pike Boalsburg, PA (Please forward)	865-7699	--
2. Robert E. Graves	204 Ag. Adminis.Bldg. UP	865-7685	234-3339
3. Marian Dippen	317 Ag. Adminis. Bldg. UP	863-0331	238-1900
4. Milfard R. Heddleson	311 E. Waring Ave. State College, PA	863-0263	238-3819
5. Donald M. Crider	135 Hickory Rd., SC	865-0455	238-1942
6. Glenn Fleming	1167 Westerly Parkway State College	237-2712	237-8615
7. Chuck Snitger	268 E. McCormick Ave. State College	--	238-2855
8. Roy Desmond	PO Box 889, SC	234-0318	238-4423
9. Paul Mackes	RD 1, Box 463 Centre Hall, PA 16828	238-2435	

STATE COLLEGE AREA SCHOOL DISTRICT

ADMINISTRATIVE OFFICES
131 W. NITTANY AVENUE • STATE COLLEGE, PENNSYLVANIA • 16801-4899
TELEPHONE: Area Code 814-231-1011

August

Dear

Thank you for expressing an interest in becoming involved as a volunteer tutor/mentor in a special project awarded to the State College Area School District Adult Basic Education Program. We were pleased with the response from the Kiwanians following our presentation on June 7.

The Volunteers in Public Schools/Adult Basic Education (VIPS/ABE) is designed to recruit and train volunteer tutor/mentors to assist adult students who wish to complete their education to the secondary level.

We are planning an initial meeting to orient prospective tutor/mentors to the design and implementation of the VIPS/ABE project. The orientation meeting will be held at 7:00 p.m. on Tuesday, September 21, 1982 in Room 102, Fairmount Avenue Building. At that time, we will also be scheduling all volunteers for a time to visit an ABE class prior to their working with students.

If you are unable to attend the presentation on September 21, please notify the Continuing Education Office at 231-1062 by September 10.

Thank you for your initial indication of interest in sharing your time and expertise as a partner in this project. We hope you will want to continue to want to participate. We look forward to seeing you on September 21.

Sincerely,

Joseph L. Shirk, Project Director
VIPS/ABE

JLS/lmp

APPENDIX D

VISITATION
ORIENTATION/TRAINING
REACTION

Volunteers in Public Schools / Adult Basic Education

VIPS/ABE

Visitation Reaction

1. How informed do you feel following visitation to the ABE classroom ?

Completely Out Of It					Can't Decide Yet					Completely With it
0	1	2	3	4	5	6	7	8	9	10
					[111]	[11]	[1]	[1]		[1]

2. Comments on Kiwanis Tutor/Mentor Project

A. Describe your impressions/feelings at this point.

- Undecided about which students to help, i.e., when to offer assistance.
- Interested
- Desire to be of assistance
- I feel a little uncomfortable going up to people in the room, but I'm excited about doing it.
- I believe it is a much needed project.
- I have a reserved feeling. I listened carefully to the students as they went through their lessons. They do not seem to ask questions but react to questions asked of them.
- Positive. Will have more significant impressions after project is under way.
- Willing to learn more about the "operations" in order to be of whatever help.

B. Discuss concerns or questions related to expectations about your role.

- Unsure about depth of knowledge required and procedures which are correct with regard to specific academic areas.
- How do I get better prepared?
- I think I need to spend time in the room and listen!
- I'm delighted to be part of a program to be of assistance to persons who need us!
- I am concerned that one hour or so per week may not enhance the program.
- How will we "match" student and tutors?
- I'm not yet sure of who makes overtures to shom! Is presence in the room a definition of availability to assist, AND, is this sufficient to get us started?

C. Suggest additional topics that need to be covered in order to enhance your role in the ABE classroom.

- Need help in knowing when I should offer to help the student. Should I be aggressive or wait until asked?
- Tell us what to do, when to do it and we will do what is expected of us.
- These will arise after we are into the project.

Volunteers in Public Schools / Adult Basic Education

VIPS/ABE

Orientation/Training

As You Begin Your Role As Tutor/Mentor:

1. How prepared do you feel ?

Completely Out Of It — Can't Decide Yet — Completely With It

0	1	2	3	4	5	6	7	8	9	10
						[1]	[4]	[1]	[2]	

2. What topics were most helpful ?

[2] - verbal responses - very helpful to me in having a dialogue with an individual
- showing our ignorance and ill-ease and being reassured!
[2] - tutor guidelines; schedules; exchanges
[3] - paper handout on effective ways to work with adult students
- guidelines for volunteering
- effective ways in dealing with people - how to come across and how not to

3. What topics could have been omitted ?

[3] - they were all helpful
- I suppose that as a socialogist, some of Pam's presentations - being familiar- were not so new to me. They could, however, be very helpful to others. I think they should not be omitted.
[3] - NONE

4. How can the project staff further assist you ?

- I'll let you know!
- Be yourselves and be straightforward with us.
- OK as is
- Have support sessions
- Perhaps some exposure to actual working materials. Maybe this is best done while learning in the classroom.
- Through periodic evaluation of my effectiveness in working with the students and staff.
- Observe me and feel free to offer suggestions.
- By making sure that you know if anything special is planned.

APPENDIX E

GENERATIONS TOGETHER TRAINING MATERIALS

Working Effectively with Volunteers

Consider the following:

A. Understanding the volunteer's background -

1. become familiar with the volunteer's previous experience and educational background with children
2. become familiar with the extent of the volunteer's knowledge of the community
3. be aware that school is a new environment in the volunteer's current experience
4. the volunteer may be hesitant to ask questions and/or raise concerns
5. be aware that the volunteer's primary motivation is an interest and care for children
6. accept the volunteer's non-judgemental attitude and the lack of a hidden agenda
7. recognize the volunteer's desire to help

B. Providing for the volunteer's environmental comforts -

1. verify that the volunteer is aware of the location of all rooms in the building
2. provide the volunteer with information related to the daily schedule and the school year calendar
3. provide space for the volunteer to put personal belongings (coat, purse)
4. inform the volunteer of where she/he may eat lunch
5. establish a sign-in procedure for each day the volunteer comes to school
6. provide a space for the volunteer to take a break
7. provide a space for the volunteer in the classroom
8. set up a schedule with the volunteer for when she/he will volunteer
9. establish a procedure for the volunteer to inform the teacher if she/he is not able to volunteer at a scheduled time
10. exchange phone numbers with the volunteer
11. inform the volunteer of the fire drill procedure

C. Involving the volunteer in the classroom -

1. plan for appropriate introduction of the volunteer to the children
2. inform the volunteer of the total classroom curriculum
3. provide a consistent time to plan and prepare activities for the volunteer
4. clearly define the tasks the volunteer is to do and provide a variety of activities
5. provide a consistent time to discuss the volunteer's involvement, share experiences, respond to concerns, and give feedback
6. provide support to the volunteer directly and in front of the children
7. let the volunteer know you recognize her/his contribution
8. note areas in which the volunteer needs to develop in order to be more effective in the classroom and provide this input when workshops are being planned.
9. decide whether volunteer is to come when there is a substitute teacher and inform the volunteer of this decision
10. plan ahead and inform volunteer of any schedule changes due to, e.g., testing (Always explain purpose for change.).

IDENTIFICATION AND ROLES OF VOLUNTEERS

Volunteers from many segments of the community can be involved in volunteer activities in the schools. They may be parents, senior citizens, retirees, university students, members of community service groups, employed or unemployed persons, or SCASD students and faculty members.

School volunteers do many things in the schools where they serve. They work with teachers who request them to:

EXTEND the teacher's teaching time --

- read stories
- assist in labs
- answer questions
- check student work
- tutor in math and reading
- operate audio-visual equipment
- find materials for classroom use
- help older children with research
- work with non-English-speaking children
- reinforce skills by providing extra drill
- play spelling, phonics, language, math games
- assist child with make-up work and missed tests

ENRICH the learning environment --

- dramatize stories
- make educational games
- assist with art projects
- help children choose books
- assist with creative writing
- help children use filmstrips
- tape record children's stories
- help produce class newspapers
- record textbooks for students with reading difficulties

EXPAND the resources of the school --

- display special collections
- explore career opportunities
- add expert resources in special classes
- give performances or demonstrations in the arts and sciences
- show slides and comment on experiences in other cultures

ENLIST the community as partner with the school --

- provide a two-way bridge between school and community
- stimulate greater citizen understanding and support of school programs
- enable citizens and taxpayers to know schools' problems and successes

EFFECTIVE WAYS TO WORK WITH STUDENTS

1. Be warm and friendly
   Learn the student's names. Show interest in what they do and tell you - you are a very important listener!

2. Encourage students to think.
   Give students plenty of time to answer questions. Silence often means the student is organizing his or her thoughts.

3. Admit when you don't know an answer.
   We can't know everything all the time! Feel free to ask the students or teacher for help whenever you need it.

4. Encourage students.
   Use tact and positive comments. Seek something worthy of a compliment, especially when a student is having difficulty.

5. Accept a student just as he or she is.
   You are not responsible for evaluating a student's abilities, progress, of behavior. Be as non-judgmental as possible.

6. Let students "talk out" problems.
   If a student is upset, you need not solve the problem; however, by listening and talking you let the student know you care.

7. Support and respect the existing classroom structure.
   Be consistent with the teacher's rules for classroom behavior, schedule, and overall atmosphere.

8. Honor confidentiality.
   Regard information as confidential that might be revealed to you about a student by the student or teacher.

   If parents and friends ask about your volunteer experience, feel free to tell them that you enjoy working with the students. Discuss activities you engage in without passing judgment - or talking about specific students or teachers.

9. Keep your commitment.
   Students look forward to your coming. If you know you will be gone, tell them in advance. Keep all your promises -- students never forget!

10. Maintain a sense of humor!

APPENDIX F

KIWANIS CLUB PRESENTATION

KIWANIS

Division 11 Secretaries

Altoona Kiwanis Club
John L. Weamer
1229 21st Avenue
Altoona, PA 16601

Bellefonte Kiwanis Club
c/o James H. Davis
605 West Lamb Street
Bellefonte, PA 16823

Clearfield Kiwanis Club
Kenneth Gearhart
219 South 2nd Street
Clearfield, PA 16830

Duncansville Kiwanis Club
Frank A. Ream
R. D. #1
Duncansville, PA 16635

Eldorado Kiwanis Club
Howard B. Geesey
816 Crawford Avenue
Altoona, PA 16602

Huntingdon Kiwanis Club
Attention: Paul R. Yoder
2302 Cassady Avenue
Huntingdon, PA 16652

Lewistown Kiwanis Club
Dean F. Zeigler
R. D. #1, Ort Valley
Lewistown, PA 17044

Mt. Union Kiwanis Club
Daniel R. Whitsel
33 W. Maxwell Street
Mt Union, PA 17066

Nittany Sunrise Kiwanis Club
Richard C. Barrickman
390 Selders Circle
State College, PA 16801

Philipsburg Kiwanis Club
Donald R. Kephart
712 Edward Street
Philipsburg, PA 16866

Tyrone Kiwanis Club
Attention: John B. Jones
408 4th Street
Tyrone, PA 16686

DIVISION 11 CLUB MEETINGS

Lieutenant Governor Jack R. Penfold, Lewistown

Altoona	Wednesday	12:15 p.m.	Huntingdon.	Thursday	12:05 p.m.
Bellefonte . . .	Tuesday	12:05 p.m.	Lewistown	Tuesday	6:15 p.m.
Clearfield	Tuesday	5:45 p.m.	Nittany Sunrise	Tuesday	7:00 a.m.
Duncansville . . .	Thursday	6:00 p.m.	Philipsburg	Thursday	12:05 p.m.
Eldorado	Tuesday	6:15 p.m.	State College	Monday	5:45 p.m.

APPENDIX G

EVALUATION

-TUTOR

-STUDENT

-THIRD PARTY

Volunteers in Public Schools/Adult Basic Education
VIPS/ABE

Phase I-Student Response Summary

Since September a tutor has been available each evening to assist staff and students. The tutor project was designed to improve the adult classes you are attending. In order to obtain information on the effectiveness of the tutors, we ask that you react to the following. Your comments will be confidential.

1. How satisfied are you with the tutor program?

very satisfied				not very satisfied
1	2	3	4	5
Comment:	[111]	[111]	[1]	

- It is ok when we need extra help
- Very helpful in that they are always there when you need them.

2. How enthusiastic would you be about having the tutor program become a permanent part of the classroom?

very enthusiastic				not very enthusiastic
1	2	3	4	5
Comment: [1111]	[11]	[1]		

- Sometimes it is good to have help but sometimes we like to work alone.
- Very enthused because the more people you have the faster you learn.
- I think they should because we need more people to help us.

3. Suggest ways the tutor program might be improved.

- Less or quieter talking
- Tutor should get around to all of the people in the class, not just the same person.
- It's alright the way it is.

4. Which tutors have you worked with since September 1982?

Don Crider ____ Paul Mackes 4 Roy Desmond 1 Ed Kraybill 3

5. Comment on ways the tutor program has helped you.

- Paul Mackes is a very good tutor. I like him alot because he helps me in my reading and I understand him very well.
- He (Ed Kraybill) helps me to understand what I am reading.
- Makes more opportunity to help students.
- Got help with my math.

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Volunteers in Public Schools/Adult Basic Education

VIPS/ABE

Phase I-Tutor Response Summary

Since September 1982, you have been involved as a tutor in an Adult Basic Education Class. As a part of the project evaluation, we ask that you react to the following questions. Your comments are confidential.

A. As a tutor in the Adult Education Classroom:

1. To what extent were you successful in assisting the students in this program?

highly successful				not very successful
1	2	3	4	5
	[1]	[111]		

Comment:

- Recently students have been requesting assistance. There were adjustments for students and tutors.
- Have not yet become "involved" sufficiently to feel that I have been "successful" in assisting students. Situation no fault of program.
- I think it will take time to be more effective.
- The student is always appreciative of the assistance given, but the proof of success will be based on the results of tests given to students.

2. To what degree are you personally satisfied with your role as a tutor?

very satisfied				not very satisfied
1	2	3	4	5
	[1]	[111]		

Comment:

- Feel that I could do better.
- Still learning!
- My personal satisfaction will be based on the level of achievement reached by the students.

B. Do you see your role developing from that of a tutor to that of a mentor with any of the students?

Comment:

- There is not enough time spent with any one student to reach the mentor stage.
- I think being mentor is the teachers role.
- Not yet. (2)

C. Discuss your reactions to your experience with the project in the following areas:

1. Classroom Environment:
   - Favorable and easy to work in.
   - Cheerful, optimistic
   - Would expect students to have difficulty concentrating when working individually with all the other conversations going on.
   - Good: it is a learning atmosphere for all.

2. Academic Progress of Students:
   - Can not evaluate (3)
   - It appears to vary with the individualism and skill of each student. They seem to need all of the help they get!

3. Tutor/Mentor and Student Interaction:
   - Students react quickly as to their needs. A question is asked, and one can move quickly to helping solve their problem.
   - 25% - Fair
   - My role in such interaction not yet as full as I would like.
   - Good feeling about it.

4. Staff/Student Interaction:
   - More directions from the staff would be helpful.
   - 100% - GOOD (2)
   - Very positive!

D. How could your role as tutor/mentor be enhanced?

- Having periodic evaluations by the staff or students as to how or not how well we perform our role.
- Need more time and experience in dealing with students.
- Through increased personal effort.
- I think this is a relationship which takes time to grow, both in relationship to regular staff as well as students.

E. Estimate the number of hours you have contributed to the project during Phase I.

Training 13 Tutor 71 Support Sessions 6

Volunteers in Public Schools/Adult Basic Education

VIPS/ABE

Phase II-Student Response Summary

1. I am satisfied with the amount of assistance I obtained from the tutors in this program.

[5] a. strongly agree c. undecided e. strongly disagree

[1] b. agree d. disagree

2. I would like to have the tutor program become a permanent part of the regular classroom experience.

[4] a. strongly agree c. undecided e. strongly disagree

[2] b. agree d. disagree

3. In terms of the amount of help I received from the tutors in this project I am

[4] a. very satisfied [1] c. moderately satisfied e. undecided

[1] b. satisfied d. not very satisfied

4. Generally speaking, the tutors were

[5] a. very helpful c. moderately helpful e. undecided

[1] b. helpful d. not very helpful

5. The assistance I received from the tutors in this program was

[4] a. very valuable [1] c. moderately valuable e. undecided

[1] b. valuable d. not very valuable

6. What was the most desirable aspect of the tutor/mentor project?

- Their attitude that "you can do it!
[2] - I appreciate the fact that when I needed help there was a tutor there to help.
- Additional help in the classroom. More personal attention.

7. What was the most undesirable aspect of the tutor/mentor project?

- That when I needed help with my work no one was around to help. When I didn't need it, it was offered to me very greatly.

8. What suggestions do you have for improving the tutor/mentor project?

- I can't think of any. The program is run very well.
- They were all great, could not ask for better tutors.
- Depending on how many students there are. You should have enough tutors to go around.

Volunteers in Public Schools/Adult Basic Education

VIPS/ABE

Phase II-Tutor Response Summary

1. I was successful in assisting students in this program.

   a. strongly agree c. disagree e. undecided [1]

   b. agree [6] d. strongly disagree

   - Within the limitations of the time I was able to give, I have some feeling of having helped.
   - Feel that more time in role and further experience still needed.
   - Students who refer back for additional assistance is a measure of success.

2. I was personally satisfied with my role in the tutor/mentor project.

   a. strongly agree c. disagree e. undecided [1]

   b. agree [5] d. strongly disagree

   - Again, I feel Ican/could do the job. However, I sincerely wish I could have given more time to it.
   - Could improve my rapport and communication with students.
   - Several students showed signs of having progressed in their learning from week to week.
   - I was learning how to handle my part and did not reach the point where I made much of a contribution.

3. What do you perceive to be the most desirable aspect of the tutor-mentor project?

   - The personal interaction with individuals. The opportunity to teach and learn from individuals who have elected to strive for self-improvement.
   - The flexibiilty of the program, allowing it to be fitted to my daily full schedule. Essentially equal to that was/is the possibility/opportunity for "lending a hand" to people who appeared to appreciate help.
   - Opportunity for student to have more individual assistance. Opportunity for student to be shown alternate approaches to solutions. Opportunity for student to encounter broadening experiences.
   - Working with people who wanted to learn. It was easy to help people who are trying to help themselves.
   - Receiving a "thank you" after giving assistance
   - Encouraging students to apply themselves and create in them a desire for more knowledge.
   - Relaxed atmosphere in the class. The students are not reluctant to ask the tutor questions.

4. What do you perceive to be the least desirable aspects of the tutor/mentor project?

- Frustration with some individuals who really don't seem to try to learn. Inconsistent contact with students.
- The general lack of continuity in student contacts: their erratic schedules coupled with mine - plus that of the Fall-Winter school calendar - prevented building closer student-tutor/mentor ties. Hence, our help could only be very limited.
- Some students perceive tutor/mentor as "inexperienced", or "lacking in knowledge of subject". Possibility of leading student astray (off the track). Possibility of student perceiving of tutor/mentor interrupting his work or interfering.
- Trying to work with people who were there only in body and only because they had to be for some reason. It's hard to try to get people to study when they don't really want to.
- Not seeing the same students each week.
- Knowing specifically how to perform your part.
- Too few students attend on the night I tutor. Teacher & tutor should meet to discuss capabilities of students.

5. What suggestions do you have for improving the tutor/mentor project?

- Continued exposure to materials should improve individual contributions.
- It's hard to think of means to do more within some of the given limitations. From my own experience, I'd venture that there is a high correlation between amount of time given as a tutor and satisfaction gained! Hence, if at all possible, more time from a tutor, i.e., more than one evening a week, would be advisable. Of course, that might be tantamount to "killing the goose that layed the golden egg!"
- Improved facilities for greater "privacy" (less interference). Reduced general noise level - an undertaking in which tutor/mentor and teachers must be a part.
- Find a way to motivate those students who are not self-motivated. The easiest way might be to start them in learning something they want to learn then go for GED.
- Weekly assignments (not necessarily lesson plans) as to which direction to go with a student - such as read this article so as to better assist a student who is attempting to be a better writer - we are not all educators by vocation.
- Need more specific suggestions on how to work with the type of student we are involved with. Need to know more about the student. Do they have learning problems?
- Make more of an effort to recruit students into the project. Convince the students they should attend on a regular basis.

PROGRAM EVALUATION

VOLUNTEERS IN PUBLIC SCHOOLS/ADULT BASIC EDUCATION
VIPS/ABE

FUNDING 1982-83:

Department of Education
Division of Adult Education and
Training Services
333 Market Street
Harrisburg, PA 17126

PROJECT DIRECTOR:

M. Margaret Welliver
Supervisor of Adult Basic Education
State College Area School District
Continuing Education Program
131 West Nittany Avenue
State College, PA 16801

PROGRAM EVALUATOR:

Carolyn Eckert, Director
Mid-State Literacy Council
205 East Beaver Avenue
State College, PA 16801

EVALUATION: by Carolyn Eckert--June 10, 1983

The goals listed below are those set forth in the goals and objectives of the project. Comments by the evaluator follow each goal and relate to the achievement of each goal.

To establish a working relationship between a Kiwanis Club and an A.B.E. program, by recruiting at least 15 tutor/career mentors for A.B.E. students.

2. To provide orientation and training for the volunteers to become tutor/career mentors, who would stay with the program longer then the five month period for which they would be recruited.

3. To provide continued support, retaining and recognition to the volunteer tutor/career mentor.

4. To search through AdvancE, the National Volunteers in Public Schools and the Community Education Association for materials to be incorporated in the training program.

5. To provide training for staff to work successfully with volunteers.

6. To prepare a handbook for volunteers that could be distributed to Kiwanis Clubs and to other Adult Basic Education programs on a statewide basis.

7. To provide an opportunity for the Supervisor of Adult Basic Education and the project coordinator to address meetings of Kiwanians at county, division and/or state meetings.

8. To make an initial contact with a local women's service organization with statewide chapters to recruit tutor/career mentors.

EVALUATOR'S COMMENTS

Goal #1 Preliminary linkage between Kiwanis Club and A.B.E. program--a letter from the president of Pennsylvania's District Kiwanis International was sent to local Kiwanis chapters soliciting linkages and support with local A.B.E. programs. The grant recipient scheduled a meeting on June 7, 1982 with the State College Kiwanis Club outlining the project design, detailing recruitment and training for volunteer tutor/mentors. A registry of nine persons interested in becoming tutor/mentors in the Kiwanis/A.B.E. linkage project was obtained at that meeting. In order to facilitate scheduling and placement in the classroom, nine tutor/mentors were chosen instead of the original plan of fifteen.

Goal 1 was achieved.

Goal #2 Orientation and Training--the grant recipient conducted the project in two phases, one in the Fall and the other in Winter. Each phase consisted of two workshops, one for orientation and the other for training reaction. In phase I, four volunteer tutor/mentors were trained and five other volunteer tutor/mentors were trained in phase II. The workshop format and session

outline was the same for both phases with the exception that participants in phase I visited with students in the class after orientation while those participants in phase II visited with students prior to orientation. Visitation reaction forms indicate a strong, positive interest in becoming involved in the project. Orientation evaluations indicate that all participants felt adequately prepared to begin the tutoring program with students. Workshops were well organized and informative and the instructor provided ample time for exchange and sharing.

Goal 2 was achieved.

Goal #3 Support--Four support sessions were scheduled during the project time. These sessions provided valuable exchange between the tutor/mentors and the A.B.E. personnel. The observations and comments of the tutor/mentors were noted and incorporated into both the training and tutoring sessions. The support sessions brought together all tutor/mentors offering an avenue for open discussion in an informal atmosphere.

Goal 3 was achieved.

Goal #4 The Supervisor of A.B.E. searched through the materials at AdvancE.

Goal #5 Staff training--Three members of the SCASD/ABE program attended the "Generations Together Training for VIPS". Three tutor/mentors attended the Mid-Winter Conference for a day, which participants felt was very positive.

Goal 5 was achieved.

Goal #6 A handbook will be incorporated into the final report.

Goal #7 Further contact--Contact was made with The Sunrise Kiwanis Club March 1983; A.B.E. Supervisor is preparing a meeting with a Kiwanis Club in Altoona and Bellefonte.

Goal #7 is being achieved.

Goal #8 Contact with local women's organization as volunteers are needed, they will be recruited and trained through the VIPS program as established.

The grant recipient implemented and achieved all the stated goals. Furthermore, final evaluations from tutors reflect both satisfaction with the project and success in their role as tutors. The success of the program is reflected in the students evaluations which indicate a very enthusiastic response to having the tutor program become a permanent part of the classroom.

This project could readily be implemented in other areas with either Kiwanis Clubs or other service organizations, thereby enhancing the delivery of established A.B.E. programs.